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ABSTRACT

Secondary level students explore the state of poverty in affluent America in this quinmester social studies course. The objectives are for students to assess personal views and understandings of poverty; to locate the poor through research; to identify the causes and economic, social, and political effects of poverty; to examine changing attitudes and viewpoints of Americans toward the poor from a historical perspective; to compare and contrast efforts made toward helping the poor; to research present efforts to alleviate the plight of the poor on a national, state, and local level; to investigate welfare programs implemented in other nations; and to compare these programs with ones in the United States to assess their applicability in America. Emphasis is upon activity learning that involves discussion, role playing, and research. The curriculum guide follows the same format used in other quinmester courses including outlines of a course description and rationale, objectives, content, and activities. Resources are suggested throughout the activities section, and a teacher/student bibliography lists textual, and audio visual materials, filmstrips, films, simulation games, slides, reports, periodicals, and books. (SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SO 005 286

Economics of Poverty
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Social Studies

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES
ECONOMICS OF POVERTY

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by

Written by Grace C. Abrams and Fran Schmidt

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF POVERTY IN AMERICA, CENTERING ON THESE QUESTIONS: WHY ARE THERE MILLIONS OF POOR PEOPLE IN OUR WEALTHY NATION? WHO ARE THEY? WHERE ARE THEY? HOW CAN WE AS A NATION ELIMINATE POVERTY? WHY ARE POOR PEOPLE POOR? WHAT ARE THE DANGERS IN TRYING TO ALLEVIATE POVERTY OR ELIMINATE ITS CAUSES? SHOULD WE HAVE WELFARE?

GRADE LEVEL: 9-12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: POVERTY, AND THE PROBLEMS OF POVERTY HAVE REACHED SUCH DIMENSIONS IN AMERICA THAT THE UNITED STATES IS AT "WAR" WITH POVERTY. THE "WAR ON POVERTY" ANNOUNCED BY PRESIDENT LYNDON B. JOHNSON IN 1964 GALVANIZED MANY SECTORS OF THE SOCIETY INTO UNCOMFORTABLE AWARENESS AND A SINCERE DESIRE FOR POSITIVE ACTION.

WE, AS EDUCATORS, ARE COMMITTED TO PROVIDING THE OPPORTUNITY FOR STUDENTS TO EXPLORE THE SURPRISING STATE OF POVERTY IN AFFLUENT AMERICA.

HAVING DISCOVERED THE CAUSES AND EFFECTS OF PROVERTY AND THE HIGH COSTS TO ALL OF US IN TERMS OF SHAME AND RESULTANT SOCIAL, ECONOMIC AND POLITICAL PROBLEMS, IT IS HOPED THAT THE STUDENT WILL BE CONCERNED ENOUGH TO ENGAGE IN CONSTRUCTIVE ACTIONS THAT WILL HELP ELIMINATE POVERTY FROM OUR MIDST.

COURSE GOALS:

1. THE STUDENT WILL ASSESS HIS PERSONAL VIEWS AND UNDERSTANDINGS OF POVERTY IN AMERICA; AND CONDUCT INQUIRY INTO THE BELIEFS AND EXPERIENCES OF OTHERS.

2. THE STUDENT WILL CONDUCT RESEARCH TO IDENTIFY AND LOCATE THE "POOR" IN AMERICA.

3. THE STUDENT WILL IDENTIFY THE CAUSES OF POVERTY IN AMERICA TODAY.

4. THE STUDENT WILL HYPOTHOSIZE AS TO THE ECONOMIC, SOCIAL AND POLITICAL EFFECTS OF POVERTY, AND SUBSTANTIATE HIS CONCLUSIONS.

5. THE STUDENT WILL EXAMINE THE CHANGE IN ATTITUDE AND VIEWPOINT OF AMERICANS TOWARDS THE POOR FROM COLONIAL TIMES TO THE PRESENT; AND COMPARE AND CONTRAST THE EFFORTS MADE TO HELP THE POOR.

6. THE STUDENT WILL RESEARCH THE EFFORTS NOW BEING MADE TO ALLEVIATE THE PLIGHT OF THE POOR ON A NATIONAL, STATE AND LOCAL LEVEL.

7. THE STUDENT WILL INVESTIGATE THE "CRADLE TO GRAVE" SECURITY PROGRAMS USED BY SUCH NATIONS AS SWEDEN, NORWAY, DENMARK AND FINLAND TO SOLVE THE PROBLEMS OF POVERTY; AND MAKE A JUDGMENT AS TO REASONS FOR OR AGAINST APPLICABILITY OF SUCH PROGRAMS WITHIN THE AMERICAN ECONOMIC AND SOCIAL SETTING.

COURSE CONTENT OUTLINE:

I. Poverty in America

- A. Personal Beliefs and Understandings
- B. Beliefs of Others
  - 1. Individuals
  - 2. Mass Media

II. Identification of Problem

- A. Who are the Poor?
- B. Where are the Poor?
- C. Why are they Poor?

III. Causes of Poverty

- A. Lack of skills
- B. Lack of education
- C. Large families-Small income
- D. Discrimination
- E. Sickness, Disabled, Aged
- F. Unemployment
- G. Others

IV. Effects of Poverty

- A. Economic
- B. Social
- C. Political

V. Historical Perspective

- A. Attitudes, Beliefs
- B. Programs

VI. Efforts towards Alleviation of Poverty

- A. National
- B. State
- C. Local
- D. Organizations
- E. Individuals

VII. Poverty Solutions in Scandanavian Countries

- A. "Cradle to Grave" programs
- B. Comparison to U.S.A.
  - 1. Effectiveness
  - 2. Applicability to U.S. system

GOAL #1: THE STUDENT WILL ASSESS HIS PERSONAL VIEWS AND UNDERSTANDINGS OF POVERTY IN AMERICA; AND CONDUCT INQUIRY INTO THE BELIEFS AND EXPERIENCES OF OTHERS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
GENERAL DISCUSSION ABOUT POVERTY IN AMERICA.	A. Student will exchange ideas about Poverty in America.	On the first class meeting, the student will exchange ideas about Poverty in America. Some of the discussion questions could be: (a) What is meant by poverty? Is it defined differently by different people? (b) Is poverty a serious problem in America? Why or Why not? (c) Who are the poor? Why are they poor? (d) Is it a total society problem, or only one of individuals? (e) Do most Americans understand the plight of the poor? (f) Where did you learn about the problem? (g) Is enough being done to alleviate or correct the problems of poverty? (h) It is said that society pays the price for poverty by increased crime, riots, unemployed unhealthy people, etc. Do you agree or disagree? Why? (Teacher can add to the list of questions)
OBTAINING DIVERGENT VIEWS ABOUT POVERTY.	B. The student will assess the views of others regarding Poverty in America.	1. The student will devise a questionnaire to determine the attitudes and beliefs of friends, neighbors, parents and the general public about poverty Sample questions: Same as those discussed in class, plus: (a) Do all people have a right to be free from want? (b) Do all people have a right to be free from worry about illness and doctor bill (c) Should government provide food and medic care to all who need it? (d) Can poverty be eliminated? How? (e) Is the welfare system in America adequat

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Why or Why not? (f) Should those with no "saleable" skills be retrained for available jobs? At whose expense? (g) Do you know any poor people? (h) Why are they poor? (i) How do you feel about the government subsidizing the poor; farmers not to grow food or to dispose of food to keep prices up; certain industries? 2. The teacher will appoint a committee (or volunteers) to analyze the findings of the questionnaire and submit a report to the class (They might construct charts and graphs to display the results of their analysis) 3. Have the students discuss the results of the questionnaire. They should clarify any new and relevant concepts introduced by the responses to the questionnaire.
	C. The student will become acquainted with current materials on poverty.	1. The student will read and summarize newspaper and magazine articles dealing with the problem of poverty in America and the viewpoints of the writer of the article. 2. The student will cut out pictures from newspapers and magazines illustrating poverty in America and place them together to form a collage. (This can be very effective in demonstrating a particular idea) The collages should be exhibited in the classroom and/or hall bulletin boards.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. The student will view television programs which editorialize about the problems of poverty in America. The student will comment on the program and react to the viewpoint presented.
	D. Given a hypothetical situation, the student will role-play individuals caught in the vise of poverty.	1. Given a hypothetical situation of a family submerged in "poverty" or utilizing a case study from the booklet: POVERTY IN AN AFFLUENT SOCIETY, the student will role-play one of the principals in the situation: For example: Father has a chronic heart condition, with no "saleable skills" but works part time because he doesn't want charity. Mother works in a factory sewing dresses. There are five children-all under 15 years of age. The combined income of the parents is $120 a week. The family finds that it has barely enough money for food, a great portion of the income goes for rent, and there is no money left for medical expenses, recreation, etc.
POVERTY LEADS TO FEELINGS OF FRUSTRATION AND HOPELESSNESS.	E. The student will assess his personal reaction to the poverty situation.	1. The student could role-play one of the children in the family and consider some of the following problem questions: (a) What would your life be like? (b) Would you get a job after school? At your age what kind of jobs are available? (c) Would you quit school at sixteen? (d) Would you urge your family to accept supplemental welfare or assistance? (e) What would your feelings be towards your parents?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(c) What would your feelings be towards your government and society in general?
		2. Have the student consider the slogan "I fight poverty-I work". What impression does this give of people on welfare? Is this a correct or fair impression? Why might people paste this slogan on their cars? How can false impressions about poor people be corrected?
	F. The student will investigate the findings of national polls regarding poverty.	The student will investigate the findings of some of the National Polls (Gallup and Harris) regarding attitudes towards the poor in America and some of the programs aimed at helping the poor.
		Sources: Poverty in an Affluent Society by David Durfee Issues Today, Mar. 5, 1971 "The Welfare System That Nobody Likes" (Case study) U.S. News and World Reports, May 24, 1970 Saturday Review, May 23, 1970 Poverty in the U.S.A. by J.Steuder Sweet (Public Affairs Pamphlet No. 398) Low-Income Life Styles, L. M. Irelan, ed.

GOAL #2: THE STUDENT WILL CONDUCT RESEARCH TO IDENTIFY AND LOCATE THE "POOR" IN AMERICA

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
POVERTY KNOWS NO RACE, CREED OR RELIGION.	A. The student will know the vocabulary of poverty.	Thru discussion, the students will clarify the meaning of the following concepts: poverty, welfare, ghetto, slums, census, "the culture of poverty", public assistance, low income, poverty level, insular poverty, war on poverty, disadvantaged, fixed incomes, invisible poor, social worker, subsistence level, inequality, emergency funds, subsidize, incentive
	B. The student will become acquainted with materials in library on Poverty.	The student will become acquainted with materials in the library on the topic of "poverty." Using the "Reader's Guide to Periodical Literature" the student will become familiar with magazine articles relating to the topic. (Consider student reports on current articles)
	C. The student will form a hypothesis relative to the problems of poverty.	The student will formulate a hypothesis relative to the problem and gather evidence to substantiate or reject his hypothesis. (The student may present his findings and conclusions whenever he and/or the teacher is ready) Some sample hypothesis might be: (a) People are poor because they want to be poor. (b) Welfare Programs promote laziness and dishonesty. (c) The Poor are neglected in America today. (d) The Government has not fulfilled its obligations to the poor. (e) The Poor need help to help themselves. (f) Re-allocation of U.S. priorities would put an end to poverty.
	D. The student will gather information regarding the problem of Poverty in America	The student will write to the following for information: U.S. Dept. of Indian Affairs U.S. Dept. of Commerce, Bureau of Census Department of Health, Education and Welfare

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Dept. of Urban Affairs and other governmental agencies that will give them information. (Local agencies (e.g., N.E.D.) may be able to supply speakers)
POVERTY KNOWS NO GEOGRAPHICAL BOUNDARIES	E. Using different media and methods, the student will identify the poor in America	1. Have the students conduct a review of the literature on poverty (perhaps via the "Reader's Guide") to compile a description of the common characteristics of the following "types" of poverty stricken groups. (a) Rural poor (b) Urban poor (c) White (d) Non-White minority groups (e) Elderly (f) Disabled (g) Dependent children When possible have the students make graphs summarizing the results of their research. 2. The student will locate the "poor" in America by plotting the statistics on an outline map of the United States. (a) Urban poverty in such cities as Chicago, San Antonio, New York City, Washington, D.C., Bronx, Brooklyn, etc. (b) Rural Poverty in such places as Appalachia, Black Belt, Indian Reservations, Migrant Camps, etc. Utilize JUNIOR SCHOLASTIC (November 15, 1968 and Nov. 22, 1968) and other materials previously listed.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW POVERTY IS MEASURED.	F. The student will discuss how poverty is measured.	1. According to a "poverty scale" devised by the federal government poverty is based on three factors: (1) family income (2) size of the family (3) whether the family lives in rural or urban area. Example: An urban family with 11 or more children is considered below the poverty line if the family income is $7,910 or less. An urban family of four is below the poverty level with an income of $3,968. Ask the student: Do you agree with the "poverty scale"? Are there other factors that should be considered? Sources: Jr. Scholastic, Nov. 15, 1968 U.S. News and World Report, July 12, 1971 Profile, U.S.A. AEP publications (Data from the 1970 census and other information) Issues Today, "Red, White and Black: Colors of Poverty", April 1, 1969 (AEP publications) "Welfare, Time for Reform" Saturday Review, May 23, 1970 Page 23. "25 million poor" in U.S.-Really? U.S. News and World Report, May 24, 1971 Page 40.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. The student will make a rough estimate of money he spends each week on lunches, clothing, entertainment, buses, and other things. He should multiply this sum by 52 to get a yearly total. Then he should divide the poverty line figure for a family of four -$3,968 or less-by four. The teacher might ask (depending upon student population): How does your spending for the year compare with this figure? (Consider you haven't included the money your parents spend on you) Could you get by on $992.00 a year? (this would have to include everything - food, shelter, medicine, clothing, recreation, etc.-) Students might consult the newspapers to determine the"cost of living" as reflected in current advertisements.
THE U.S. CENSUS GIVES AN INDICATION OF WHO THE POOR ARE IN AMERICA	G. The student will make a profile of today's poor.	1. The student will make a visual profile of today's poor. (chart, graph, poster, etc.) Profile should include facts (e.g.,"Latest official figures show that 25.5 million Americans --- 1 in every 8 - are classified as living in poverty. The Government says an annual income of $3,968 or less puts a non-farm family of four below the poverty line.") The profile should include the aged, blind, handicapped, children who are dependent, unemployed, one-parent families, etc. 2. The teacher should send away for a free class set of pamphlets entitled: OUR INVISIBLE POOR by Dwight MacDonald and DYNAMICS OF MISERY by M. Harrington both from Sidney Hillman Foundation, 15 Union Sq. N. Y., N. Y. 10003

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Sources: U.S. News and World Report, July 12, 1971 "Any End to Poverty?" "America's Big Problem." Still Hungry in America by R. Coles, World Publ. Co. Poverty in the U.S.A. by Stouder Sweet, Public Affairs Pamphlet No. 399 Poverty and the Poor (Problems of American Society), Washington Square Press Poverty and Welfare (Justice in URBAN America Series) Poverty in an Affluent Society (Inquiry into Crucial American Problems series) Pages 55-56

GOAL #3: THE STUDENT WILL IDENTIFY THE CAUSES OF POVERTY IN AMERICA TODAY

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CAUSES OF POVERTY ARE VARIED AND COMPLEX.	A. The student will hypothesize as to the causes of poverty.	1. The student will hypothesize as to the causes of poverty in America today. Based on the information he gathers during this portion of the unit, the student will substantiate or reject his hypothesis. 2. The teacher will list the following causes/reasons for poverty in the United States: (a) The economic system of the United States (unequal distribution of wealth, concentration of land, capital, means of production, etc. in the hands of a small portion of the population) (b) People who lack "saleable skills" which are called for in a technological society. (c) Sickness, disability, aged (d) Large families, small incomes (e) Unequal opportunities (f) Discrimination; racism; prejudice (g) One-parent family (h) Lack of Employment - seasonal (i) Inadequate education (j) Unemployment 3. Based on the information they have already researched,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		the student will accept or reject the causes listed; and then rank the causes on the basis of the number of people affected (in the student's judgment). The cause affecting the greatest number of people is ranked first, and so on.
THERE ARE MANY DIVERGENT VIEWS AS TO THE CAUSES OF POVERTY	B. The student will research the philosophies of American social scientists (especially economists and politicians) regarding poverty.	1. The student will research the philosophies of some of the American Economists (living or deceased) regarding the causes of poverty: Suggested Subjects: Henry George R. A. Gordon, U. of Calif. Barbara Ward Adam Smith Sylvia Porter J. K. Galbraith Michael Harrington Daniel P. Moynihan Leon P. Keyserling Yale Brozen 2. The student will research the philosophies of social scientists and their reasons for poverty in America: Nathan Glazer of the U. of California Kingsley Davis, U. of California Dr. Robert Garren, Georgia State University David Matza, University of California John A. Hamilton, member of Editorial Board N.Y.Times 3. The student will research the philosophies of different politicians regarding the causes of poverty: Rep. Wilbur Mills Abraham Ribicoff Sargent Shriver Sen. Ernest Hellings Sen. Joseph Tydings Sen. Ted Kennedy Shirley Chisholm Senator George McGovern (Chairman of Spec. Senate Comm. on Nutrition and Human Needs) President Richard Nixon

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The students will research the beliefs regarding poverty by noted Americans.	The student will bring in statements made by some noted Americans which define their beliefs as to what are the causes of poverty. Suggested Sources: Dr. Martin Luther King (Mrs. King) Rev. Ralph Abernathy Cesar Chavez Richard M. Elman, author Frank Fitzsimmons, President Teamsters Union Margaret Mead Kate Millet Joseph C. Wilson, Xerox Corp.
	D. The student will invite local resource people to speak on the topic of poverty.	1. The teacher will invite a speaker from the Local Unemployment Office (USES) to discuss the un-employment problem locally. Questions could cover: (a) What types of skills are needed? (b) Who are the locally unemployed? How many? (c) What efforts are being made to help the unemployed learn a new skill or get suitable employment? 2. Some students may want to interview people (at the unemployment office) who are waiting for their unemployment checks. They could ask: (a) How long have you been unemployed? (b) Why haven't you been able to find a job? (c) Do you get enough unemployment compensation to keep you going? 3. The student can invite a speaker from: League of Women Voters The Department of Welfare

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Urban League of Greater Miami Organizing Migrants in Community Action Various United Fund Agencies Metro Government Coordinator for Employing the Handicapped (Mr. Harry Russel) Others. All the speakers will speak on the causes of Poverty.
	E. The student will discuss contradictory viewpoints on the causes of poverty.	The student will discuss the following quotes and thoughts: "Wealth in modern societies is distributed according to opportunity; and while opportunity depends partly upon talent and energy, it depends still more upon birth, social position, access to education and inherited wealth; in a word, upon property.." Richard H. Tawney "Thomas Robert Malthus, in his Essay on the Principle of Population" stated that poverty, want and starvation are not chargeable either to individual greed or to social maladjustments - they are the inevitable results of universal laws with which if it were not impious it were as hopeless to quarrel as with the law of gravitation..." P.44 PROGRESS AND POVERTY "...Can anything be clearer than that the cause of poverty, which festers in the centers of civilization, is <u>not</u> in the weakness of the productive forces? ... The ever-increasing centralization of wealth...was caused by the private ownership of land (and other monopolies), from which flowed an unearned increment destroying the equality and freedom necessary to con-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		tinued progress... Solution proposed is the collection for public benefit of the unearned increment of land (unimproved value) and its natural resources..." Henry George From PROGRESS AND POVERTY "...The American system never really rewards large numbers of people..Members of minority groups often found obstacles in the way of progress. No matter how hard they worked, many black people, Mexican-Americans and women could never escape from the same dead-end jobs..." WORLD WEEK, Nov. 16, 1970 Page 19
ARGE FAMILIES- MALL INCOMES QUAL POVERTY.	F. The student will compare and contrast Margaret Mead's philosophy of population control with that of Thomas Malthus.	Margaret Mead, famous American anthropologist, social scientist, writer, etc., recently stated: "Twenty-five million Americans, nearly half of them children, live in abject poverty, their lives one long tale of deprivation. These families are ill-fed and ill-clothed. They live in broken tenements and window-less shacks. Their children are stunted in mind, body and spirit. A major factor perpetuating poverty in America is the high fertility rate of poor Americans." A third of all families with five or more children live below the poverty line--six million children trapped in misery destined to repeat their parents life cycle of too little schooling and poor-paying jobs; of too many children too soon on too little income-thus another generation of poor." The student will discuss Mrs. Mead's premise that

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		the high fertility rate (too many children) is a major cause of poverty. The student will compare and contrast Mrs. Mead's ideas with those of Galbraith and with those of others quoted in this portion of the quin. (Students may write to Mrs. Margaret Mead, 515 Madison Avenue, N.Y.C. 10022 for further information on her activities to educate for population control.)
IS THE UNEQUAL DISTRIBUTION OF WEALTH IN AMERICA A MAJOR FACTOR CONTRIBUTING TO THE CONDITIONS OF POVERTY?	G. Select students will examine the economic power structure in the United States.	1. Select students (excellent readers) to read portions of the following books: (a) America, Inc. (Who Owns and Operates the United States?) by Morton Mintz and Jerry Cohen--Dial Books) 1971 (b) The Rich and the Super Rich by Ferdinand Lundberg (Lyle Stuart, Inc. 1968) (c) The New Industrial State by J. K. Galbraith The books will present an in-depth analysis and study of the economic power structure of the United States. 2. The students will gather data to answer these questions: (a) "Is it a healthy condition when so few own so much?" (b) "Does big business run America?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(c) What conditions in America led to the formation of the "Super Rich" class? (d) What type of power do the "Super Rich" hold? The students who read portions of the above books, will report to the class their findings for total class discussion. 3. The student will analyze the game called: MONOPLY and discuss the underlying philosophy behind the game.
MINORITY GROUPS TEND TO BE OUT OF THE MAINSTREAM OF AFFLUENCE IN THE UNITED STATES.	H. The student will make a judgement about the plight of minorities in America today.	1. The teacher will show the filmstrip series "OUT OF THE MAINSTREAM" (Warren Schloat) 6 parts. The filmstrip depicts the plight of minority groups that are out of the economic mainstream of American culture. The class will discuss the filmstrip information and make a judgement about the plight of minorities in America today. 2. The teacher will assign chapter four "What Causes Poverty?" from POVERTY IN AN AFFLUENT SOCIETY (Case histories of people caught in the vise of poverty) Activities for involvement which will help the student to consider further the issues embedded in the problem..will be found at the end of the chapter. Materials to be used: [illegible], Nov. 16, 1970 (Scholastic) [illegible], Dec. 15, 1968 (AEP publication)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Progress and Poverty (Abridged Edition) Robert Schalkenbach Foundation, 50 East 69 Street, N.Y.C. 10021 Poverty and the Poor (Problems of American Society) Washington Square Press, N.Y. Poverty in America by Margaret S. Gordon Still Hungry in America by Robert Coles Hunger in America by Maxwell S. Stewart (Public Affairs #398) Poverty in the U.S.A. by J. Stauder Sweet (Public Affairs #457) "Profile of the Poor" Saturday Review, May 23, 1970 page 23
THE COST OF POVERTY TO SOCIETY AS A WHOLE IS INCALCUABLE.	A. Based on the information given, the student will hypothesize as to the effects of poverty.	1. Based on his knowledge of who the poor are, where they are and some of the causes of poverty, the student will list the effects of poverty, socially, and politically. The class will discuss the lists individually compiled-sharing the information (perhaps in small groups). The class will then "zero in" on the effects most often mentioned and place them in priority order in each category) on a chart or on the board.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Based on the following information the student will formulate a hypothesis regarding the inter-relationships of the effects of poverty. (a) Social Un-equal educational opportunities. (High drop out rate, inability to continue higher education, stunted mental growth due to poor nutrition). Malnutrition and hunger. (Diseases, worms, high infant mortality rate, lack of protein which stunts and cripples mental growth). Housing. Unfair rents for substandard house ..existence of vermin and insects. High crime rate. Frustration..anger..riots, Human misery. Discrimination (Social non-acceptance) Poor or non-existant medical care (rotten teeth, baby care, etc.) Family becomes demoralized, strain on family relationships. Drugs (cop out) (b) Economic The poor get less for their money (Rents, taxes, food, interest rates, etc.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Repossession of articles if payments defaulted. Low paying, unskilled (dead-end) jobs; unemployment. Inability to pay for higher education, cultural endeavors and recreational activities. Inability to pay for medical attention, good food, etc. Inability to pay for legal services. (c) Political Lack of political power Lack of organization as Lobby groups Civil Disorders Lack of loyalty to the "system" In his thinking, the student should cite evidence of inter-relationships between the economic, social and political effects of poverty The following quote may stimulate student thinking: "The Vicious Circle of Poverty. Inequality of opportunity, discrimination, inadequate housing, lack of skills, poor education, family problems, hopelessness and a lack of money create a vicious circle of poverty.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Once a person is caught in the circle, it is hard for him to get out." P. 10 POVERTY AND WELFARE
THE EFFECTS OF POVERTY IN AMERICA SHOULD SHAME THE AMERICAN CONSCIENCE.	B. The student will react and discuss quotes made by leading citizen.	The student will react to and discuss the following quotes: "The hunger and malnutrition pinching the lives of thousands and thousands of American children can only be considered a moral disgrace - which lessens all of us as a people, and makes each of us as individual citizens feel shame and sorrow.." Senator Edward M. Kennedy cover, Still Hungry in America "...And finally, the poor are politically invisible. It is one of the cruelest ironies of social life in advanced countries that the dispossessed at the bottom of society are unable to speak for themselves. The people of the other America do not, by far and large, belong to unions, to fraternal organizations, or to political parties. They are without lobbies of their own; they put forward no legislative program. As a group, they have no face; they have no voice." by Michael Harrington, p. 66 Poverty and the Poor Sources: "We are Losing the Race Against Hunger" by Sen. McGovern. Look Magazine reprint 1967 (From Lonen's International League for Peace and Freedom, 1 North 13 Street, Philadelphia, Pa. 19107)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		"Hunger in the Classroom" Reader's Digest Reprint from Pleasantville, N. Y.
POVERTY IS A VICIOUS CIRCLE.	C. The student will indicate, in a visual manner, the circle of poverty.	1. The student may show in a visual manner, the circle of poverty. (NOTE to the teacher - This circle is shown on p. 18 of Poverty and Welfare. The teacher may ask: "How can people get out of the vicious circle of poverty? 2. The student may read Chapter six of POVERTY IN AN AFFLUENT SOCIETY "What are the effects of Poverty?" The teacher may assign questions and activities for involvement from this section that she feels pertinent to this portion of the quin.
	D. The student will explode the myths about the poor in America.	The student should be able, at this time, to explode the myths about the poor in America, regarding who they are, causes and effects of poverty, etc. The student will state a myth, then proceed to "explode" it by citing specifics. (Several reference sources for background in exploding the myths would be Faces of Poverty by Arthur Simon and Issues Today, AEP publication, Mar. 5, 1971 page 28-29) Other Sources: Poverty in an Affluent Society

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Poverty in the USA. Public Affairs Pamphlet The Poor Pay More Way (Urban Profile Series) Scope (Scholastic) May 11, 1970 ("Hunger in America") Landlord and Tenant (Justice in Urban America Serie Hunger in America (Public Affairs Pamphlet #457)
POVERTY AFFECTS THE TOTAL SOCIETY.	E. The student will list the ways poverty leaves its mark on the total society.	"If poverty only affected the lives, attitudes, and institutions of the poor, that would be serious enough, but it does more." p. 76 Poverty in an Affluent Society The student will **list**, then discuss, the ways in which poverty leaves its mark on the entire society. (Previous activities should enable the students to construct such a list. However, be sure their list includes: 1. Many poor children - without pride - or cause for for pride - in their backgrounds, carry indifference and possible destructiveness... 2. Physical and intellectual deficiencies can keep men out of the service (1963 Selective Service reported that half of the men taking pre-induction tests failed) (Therefore missing job training opportunities). 3. Crimes committed by the poor involve the community in every way. 4. Costs to the community sky-rocket when the number of the poor increases..(increased social-welfare

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		programs, etc.) (NOTE to teacher - Pages 76-78 in Poverty in an Affluent Society...fully cover seven marks of poverty on the United society. These marks are excerpted from Leon H. Keyserling's book: Progress or Poverty: The U.S. At The Crossroads. A comprehensive book covering the effects of poverty in all areas of culture: Poverty In Affluence: The Social, Political and Economic Dimensions of Poverty In The U.S. N.Y. Harcourt Brace and World, 1970.
MANY STUDIES HAVE BEEN MADE ON POVERTY IN THE UNITED STATES.	F. The student will investigate reports on poverty.	1. The student will investigate the following reports on poverty and hunger: (a) Special Senate Comm. on Nutrition and Human Needs, Sen. George McGovern. 1970 (b) Hunger, U.S.A. Citizens Board of Inquiry in Hunger and Malnutrition in the U.S. (c) Hunger in America A CBS Television Report (d) The People Left Behind President's National Advisory Commission on Rural Poverty. (e) Hungry Children Special Report of the Southern Regional Council. (f) Improving the Public Welfare System Committee for Economic Development, April 1970. (g) Report made by U.S. Senate Subcommittee on

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Employment, Manpower and Poverty (from Senator Edward Kennedy) (h) Yearly Economic Report of the President of U.S. (U.S. Printing Office) (i) Sub-Committee on Poverty of the Committee on Labor and Public Welfare, U.S. Senate. (j) Task Force on Economic Growth and Opportunity, Chamber of Commerce 2. The teacher will show selected transparencies from the series: Poverty in Urban Society which demonstrates the dimensions of poverty. (From: Social Studies School Services, 1000 Culver Boulevard, Culver City, California. 3. The student will take slides, movies, photos, etc., of the effects of poverty in his community..and present to the class...in a creative manner. From the Greater Miami Urban League, 395 Northeast First Street, Miami, Florida 33128 the student could send for a free copy of "Welcome to the Sun and Fun Capital of America". This is a satirical presentation in photos and commentary, of the plight of the poor in Miami.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Source: Still Hungry in America by Robert Coles (Pictorial presentation with comments about the poor) 4. The student will write poetry, draw comics or cartoons, write short stories or short plays on the topic of poverty...and the poor in America.

GOAL #5: THE STUDENT WILL EXAMINE THE CHANGE IN ATTITUDE AND VIEWPOINT OF [illegible] TOWARDS THE POOR FROM COLONIAL TIMES TO THE PRESENT; AND COMPARE AND CONTRAST THE EFFORTS MADE TO HELP THE POOR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ATTITUDES TOWARDS THE POOR HAVE CHANGED.	A. The student will examine the change in attitudes towards the poor from Colonial times to the present, and compare and contrast the efforts made to help the poor.	1. The student will clarify the meaning of the following concepts: debtors prison — depression — security stockade — pauper — charity public works — New Deal — general welfare welfare — relief — disadvantaged alms houses — indentured servant 2. The class will be divided into committees. Each committee will be responsible to research (on poverty) one of the following areas: Colonial America 1776 to 1850 Civil War and Re-Construction Industrialization-Growth of Big Business The Great Depression 1880-1929 World War II to present The students will consider the following questions as they examine each era: What actions were evidence of concern (or lack of) for the poor? How has our attitude toward the poor changed? How have we tried to help the poor in the past? Has there been much success in solving the problem?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Were viewpoints towards the poor realistic in the past? Are they more realistic now? (Each committee might present their findings on a pictorial time-line which could be displayed in the classroom.) Sources: Poverty and the Poor (Problems of American Society) Poverty and Welfare (Justice in Urban America series) - pages 39 - 51 World Week (Scholastic) pages 16-17 Nov. 16, 1970
	B. The student will investigate historical antecedents to present welfare laws.	1. The student may want to investigate the historical antecedents to the present welfare system in America. (Such an investigation will add some depth to the student's understanding) The investigation could be divided into five areas: (a) The English Poor Laws and their influence on American attitudes toward the poor (b) Care of the poor in America during Colonial times (c) Care of the poor in the U.S. prior to 1935 (d) The Social Security Act of 1935 (e) Welfare Reform since 1935

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(An excellent source for diversified viewpoints and descriptions of present programs, the student may consult: Saturday Review ("Welfare-Time for Reform") May 23, 1970 Time ("Welfare: Trying to End the Nightmare") Feb. 8, 1971 U.S. News and World Report ("Welfare vs. Jobs: President Sees a Threat to America") May 3, 1971 U.S. News and World Report ("Overhauling Welfare, Social Security: Latest Plan") May 24, 1971 The Nation ("Mississippi: Starving by the Rule Book.") April 3, 1967 **2. Throughout history, there have been many divergent views about the "poor" in society.** Andrew Carnegie, famous American industrialist, wrote: "The greatest and best of our race have necessarily been nurtured in the bracing school of poverty-the only school capable of producing the supremely great." The student will discuss this quote and consider the following questions: If you were not born in poverty, or had no "hard knocks", can you become great?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Does poverty breed greatness? What does wealth breed?
HOW DO THE RICH VIEW THE POOR?	C. The student will compare and contrast the views of wealthy men on the topic of poverty.	1. The student will compare and contrast the philosophy of Carnegie with those of Kennedy brothers (who have participated in movements to help the poor) or any other wealthy American today. NOTE to teacher: (A fine study of aid and attitudes toward the poor to 1925 may be found in From the Depths by Robert H. Brenner N.Y. University Press 1964) 2. The student will research individuals who have championed the rights of the poor throughout our history. Identification of individuals can be according to the following categories: Child Welfare — Slums (clearance) Labor and Unions — Aged Sick and Handicapped — Women Sources: The Public Welfare (Social Reformers and Their Causes) Bridges to Inquiry series by University Microfilms How the Other Half Lives by Jacob Riis How the Other Half Lives-Revisited by Jacob Riis

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. The student will assess types and numbers of books on poverty available in the library.	1. The student will check out a book on poverty or the poor from the library (school or public). They should check the viewpoint of the author - "Does he sympathize with the poor?" "Does he have any recommendations that will help the poor?" Have the student share their findings with the class. 2. A committee of students will make a count of the number of books, magazine and newspaper articles on the subject of poverty and the poor in America. (Information gathered should be shared with class.)
	E. The student will compare the amount of Federal funds allocated to subsidize businesses in America with the amount spent on the poor.	1. A select group of students will gather information on the types of organizations (business) that are subsidized by the Federal Government and the amount of the subsidies. 2. The student group will then compare the amount of federal funds allocated to subsidies of business with the amount the Federal Government spends on welfare programs aimed at poverty. The group will present its information to the class and the students will be encouraged to share their attitudes about Federal subsidies to business and to the poor.

GOAL #6: THE STUDENT WILL RESEARCH THE EFFORTS NOW BEING MADE TO ALLEVIATE THE PLIGHT OF THE POOR ON A NATIONAL, STATE AND LOCAL LEVEL.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE FEDERAL GOVERNMENT IS ENGAGED IN A VARIETY OF PROGRAMS TO HELP THE POOR.	A. The student will evaluate the effectiveness of Federal programs.	1. The student will investigate the major Anti-poverty programs which are Federally funded: (a) Opportunity funded (attracts large investments of private capital to poverty areas.) (b) Educational experiments under the Office of Economic Opportunity (private firms use incentives to students, teachers, and schools, etc.) Voucher system of education Upward Bound Head Start (c) Food stamp program (poor buy stamps which entitles them to buy more food for less money. (d) Community Action projects (provides information on economic opportunities available to the poor. (e) Legal Services (f) Neighborhood Health Services (g) Family Planning (h) Alcoholic and drug addiction centers (i) Vista (j) Job Corps

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(k) Rural Loans (l) Migrant Workers Programs (m) Neightborhood Youth Corps (n) Bureau of Indian Affairs (o) HUD (Urban Renewal) (p) Proposed Senate Plan to Reverse Migration of Rural Poor (Sens. George D. Aiken, George McGovern, etc.) (Information about the above can be obtained directly from Senators or Representatives or from Congressional Investigating Committees which have issued reports and/or the Agencies themselves.) 2. After the student investigates one of the above programs, he will evaluate its effectiveness. Questions to be considered: (a) Are they properly funded? (Is there enough money to do the job correctly? (b) Have these programs merely scratched the surface?
	B. The student will critically assess the federal budget.	The student will draw a diagram showing: (a) Federal tax dollars collected and from what sources.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(b) Federal tax dollars disbursed into defense, war, debt, social welfare, interest, education, etc.
	C. The student will make a judgement as to Federal priorities	1. The student may make a judgement as to the appropriateness of economic priorities of the Federal Government. 2. The student may invite speakers representing federal agencies to speak about the programs that are helping the poor.
A RE-EXAMINATION OF PRIORITIES IS ESSENTIAL TO THE WELL-BEING OF A SOCIETY.	D. The student will debate the advisability of the re-assessment of Federal priorities.	The student may debate one of the following: 1. Resolved: The U.S. should stop expenditures for weapons production until proverty has been eliminated from the country. 2. Resolved: The U.S. Government fund emergency jobs (directed to full employment) for every able-bodied American wishing to work. 3. Resolved: The Federal Government subsidize every American family who is on or below the poverty level.
STATE AND FEDERAL GOVERNMENTS WORK TOGETHER TO HELP THE POOR.	E. The student will examine state programs aimed at helping the poor.	1. The student may investigate the major anti-poverty programs that are state funded or Federally matched funded: (see note below) Program areas should include: Education, small businesses, health services, family planning, drug and alcohol centers, aid to dependent children, urban renewal, migrant workers, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. The student may investigate one of the above areas and evaluate the program as to its effectiveness. The same questions considered for Federal funded programs can be considered here. 3. The student may draw a diagram showing: (a) State tax dollars collected (from sources) (b) State funds going into various programs
	F. The student will critically assess the state budget.	1. The student may make a judgement as to the quality and quantity of tax money spent for the poor. 2. The student may invite speakers representing State agencies to speak about the programs they are engaged in to help the poor. NOTE to teacher: There are today four basic types of federally assisted state public welfare programs. These are called "categorical" programs and consist of: (1) Aid to the Aged (2) Aid to the Blind (3) Aid to the Disabled: and (4) Aid to Families with Dependent Children.
FEDERAL, STATE AND LOCAL GOVERNMENTS WORK TOGETHER TO HELP THE POOR.	G. The student will critically assess the efforts made by local governments to help the poor.	1. The student may investigate the major anti-poverty programs that are locally funded or Federally/State matched funded: Program areas should include: Education, Small businesses, health services, family planning, drug and alcohol centers, welfare, aid to dependent children, urban renewal, migrant workers, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. The student may investigate one of the above areas and evaluate the program as to its effectiveness. The same questions considered for Federal funded programs can be considered here. 3. The student may draw a diagram showing: (a) City/county tax dollars collected (from sources) (b) City/county money going into various programs. 4. The student may make a judgement as to the quality and quantity of tax money spent for the poor. 5. The student may invite speakers representing local/county agencies to speak about the programs they are engaged in to help the poor. 6. The student may assess the poverty picture in their local community. Identify the poor as to the number, location and reasons for the poverty. (A Dade County map may be helpful for this activity) 7. The student may assess the programs in operation that are earmarked for the groups they identified.
PEOPLE AND ORGANIZATIONS REPRESENTING ALL SEGMENTS OF SOCIETY ARE CONCERNED WITH THE PROBLEMS OF POVERTY	H. The student will investigate and assess the effectiveness of volunteer groups that are involved in fighting poverty.	1. There are other institutions in our society who are attempting to alleviate and solve the problems of the poor. The student may investigate such institutions as: Church and religious organizations Labor Unions Educational Institutions Charity Groups

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		In investigating these institutions and groups, the student may consider the following questions: (a) How effective are such organizations? (b) How effective is education in the fight against poverty? 2. The Nixon administration has recently created a volunteer organization called ACTION. This program unites previous programs of a volunteer nature. The program will enable college students from 10 campuses (more to be included) to fight poverty in America and receive college credits for doing so. The program will "provide enriching experiences, working with problems of society under the supervision of faculty members..." The student may investigate the program called ACTION and evaluate its role in fighting poverty in America. (Student may get information from Dept. of Health, Education and Welfare.) The student may make a judgement as to the value of volunteer programs vs. Federally-funded programs.
IN ORGANIZATION THERE IS STRENGTH..	I. The student will research and assess the effectiveness of groups attempting to communicate, recommend and develop programs to help the poor	1. Recently, the poor have organized into lobby groups in order to communicate to their representatives the problems of the poor and give recommendations that could lead to the alleviation of the problems. The student may investigate such organizations as: National Welfare Rights Organization (NWRO) Organizing Migrants in Community Action (OMICA)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Welfare Mothers Southern Christian Leadership Conference Southern Regional Council Education and Training for Cooperatives Jobs for Blacks (Legal Defense Fund) NAACP (Special Contribution Fund to fight Poverty) National Council of Negro Women, Inc. American Federation of Labor and Congress of Industrial Organizations Rural Advancement Fund of the National Sharecroppers Fund, Inc. Southwest Indian Foundation Selma Project Mexican-American Legal Defense and Educational Fund ACCION (Community Agency for "Little Havana" area in Miami 2. The student will answer the following (based on his research of the different organizations and the kind of pressure they wield) "Is it good strategy to organize lobby groups of "poor" people?" "If you were "poor" would you join a lobby group?" "What recommendations would you have for such groups?"
THE POOR MAY RESORT TO DRAMATIC ACTIONS TO COMMUNICATE THEIR PLIGHT.	J. The student will assess the value of marches to Washington to dramatize the plight of the poor.	1. The student will investigate the organization, planning, and purpose of the POOR PEOPLE'S CAMPAIGN, 1968.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(Dr. Martin Luther King, Jr., helped organize a poor people's march on Washington. A month after Dr. King's murder, the march on Washington began. Throughout early and mid-May, poor people from all over the nation journeyed to Washington to demonstrate. A makeshift area of huts took shape to house the marchers called RESURRECTION CITY.) Questions to be considered in their investigation: (a) Are marches to the capital of the U.S. proper and effective? (b) How sympathetic (generally speaking) were the American public to the march? (c) Would the campaign have been different had Dr. King lived to see it through? (d) How did the Poor People's March compare to the BONUS MARCH? 2. The student may read pages 112-121 of PROMISE OF AMERICA: STRUGGLING FOR THE DREAM (Scott Foresman) This will help in their understanding of the Poor People's Campaign.
WORKERS WANT A "FAIR SHARE" OF CORPORATE PROFITS.	K. The student will investigate the disparity between high profits and wages.	According to Michael Harrington, social critic and expert on "poverty and the poor", there appears to be solid evidence of skyrocketing business profits over the past several years, and evidence that workers' wages have not kept pace with this increase. Mr. Harrington contends that there has to be a more "fair share" by the workers of America to the wealth of our "affluent

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		society."...or the economy as a whole will be adversely affected and the maldistribution of American income, which is bad enough as it is, will become worse.." The student will critically discuss the statements made by Mr. Harrington and venture ideas on how to achieve a more "fair" distribution of wealth to the workers of America. They might want to discuss "Profit sharing" plans such as the one in operation by International Harvestors (and other such plans). Sources: Corporate Profits and the Wage Gap by Ray MacDonald (League for Industrial Democracy)
NEW PROPOSALS ARE CONSTANTLY BEING SUGGESTED TO ERASE POVERTY FROM AMERICA.	L. The student will investigate some of the "new" programs suggested to eliminate poverty.	1. After investigating some of the "new" proposals to wipe out poverty such as: Guaranteed Annual Income Negative Income Tax (when annual income falls below designated level, family would receive a supplement from tax funds) Family Assistance Plan (puts a floor on income) the student will describe some of the ideas he may have that could be put into action to eliminate poverty. Creative thinking should be encouraged... and perhaps some "new" solutions would be forthcoming. 2. Such questions could be kept in mind by the student: (a) If you were a social reformer working towards

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

ending poverty, what specific goals would you want to reach?

(b) What methods would you use to reach your goal?

(c) If you were a United States Senator, what programs would you try to get accepted that might help put an end to poverty in the United States

(d) Does the American economic system (based on competition and individual initiative and profit) need to be changed?

(e) What role should the federal government play in ending poverty in the United States?

(f) What responsibility towards the poor do the people of "affluent" America have?

(g) Are we our "brother's keeper?" (Have students explain their answers)

Sources:

The Welfare State: Who is my Brother's Keeper? by Fred Krinsky and Joseph Boskin

Issues Today, AEP periodical, Mar. 5, 1971 p.20-29

Guaranteed Annual Income by Philip Wagaman

3. The teacher may want to obtain the issue on A GUARANTEED INCOME of Vital Issues from Center for Information on America, Washington, Connecticut 06793 ($3.00 for year's subscription on vital issues in American society) and utilize the teacher's guide which contains motivating questions, economic welfare vocabulary, Lists of Welfare Legislation, and suggested Student Activities.)

The issue on the Guaranteed Income is Volume XVIII, Number 2

AS SWEDEN, NORWAY, DENMARK AND FINLAND TO SEEK THE PROGRAMS OF POVERTY AND ITS ELIMINATION IN SOCIAL-MENT AS TO THE APPLICABILITY OF SUCH PROGRAMS WITHIN THE AMERICAN ECONOMIC AND SOCIAL SETTING. ALSO, STUDENTS WILL CONSIDER OTHER ALTERNATIVES TO THE PURPOSE OF ELIMINATING POVERTY IN THE U.S.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOME NATIONS HAVE ALMOST COMPLETELY ELIMINATED POVERTY.	A. Committees will research the programs in effect in Scandanavian countries which have virtually eliminated poverty.	1. The students will clarify the following concepts: "cradle to grave" security taxes welfare benefits annual pensions rights vs. privilege allowances "guaranteed four week annual vacation with pay" 2. The class will be divided into committees. Each committee will take a Scandanavian Country and research the types of programs available to their citizens that have virtually eliminated poverty: The investigation should cover: pre-natal care child care bonus for new child help to unmarried women health services aid to the aged vacations with pay pension funds free funerals Each committee should select a spokesman who can report to the entire class the findings of the committee. The class will react and discuss the programs in operation in different countries as to their effectiveness and their costs..
	B. The student will compare and contrast the economic system of the United States with that of Scandanavian countries.	1. The student will compare and contrast the types of programs available in the Scandanavian countries with those in the U.S.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
COUNTRIES WITH SIMILAR ECONOMIC SYSTEMS MAY HAVE DISIMILIAR METHODS OF DISBURSING AND COLLECTING TAX DOLLARS		For example: In Sweden it is your right to be healthy-no medical care is either free or so in-expensive that no citizen is ill or not cared for because of financial reasons. Question: "How does this compare with the U.S.?" 2. The student will compare and contrast the economic system of the United States with that of the Scandanavian countries. (a) Do these countries have "capitalism"? If so how have they practically eliminated poverty in their society? (b) Is the philosophy of life different in the Scandanavian countries? How do they view health, education, etc? (c) How do their rights (economic, social and political) compare to ours? (d) Have they been successful in maintaining individual initiative and competitiveness while at the same time want and poor health? (e) Are the programs in operation in the Scandanavian countries feasible for the United States? Why or Why not? Sources: N.Y. Times Encyclopedic Almanac, 1971 Any set of Encyclopedia's Current magazine and newspaper articles 3. The student will compare and contrast the crime

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		rate, suicide rate, drug addiction, etc., of the United States with that of the Scandanavian countries. (The student may want to compare and contrast any area that he feels is a result of the conditions of poverty) 4. The student will consider alternatives to the Scandanavian ways of eliminating poverty.
IN SOME COUNTRIES ALL NATURAL RESOURCES ARE OWNED BY THE GOVERNMENT FOR THE PUBLIC GOOD.	C. The student will discuss, whether it is time for <u>economic</u> change in the United States.	1. The class will discuss the idea that man must change his economic motivation from emphasis on SELF-INTEREST to dedication to the principle of loving mutuality and cooperation... (A change in economic motivation requires both equitable use of resources of production and equitable distribution of products and services. Since there are many programs for economic reform dealing with distribution of wealth, perhaps the emphasis should be on <u>resource use</u>... society's way of determining how individuals and groups gain access to natural, man-made, and human resources, and to technology..) Questions to ponder over: (a) Who should own the land of a nation? (b) Who should own the <u>natural</u> resources, such as water, coal, oil, etc.) (c) Is it time for an <u>economic</u> revolution? WHY? and HOW?

OCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. The student may speculate as to the possibility that the United States will solve the problems of poverty.

MATERIALS:

I. RECOMMENDED TEXTUAL MATERIALS:

Durfee, David. Poverty in an Affluent Society. Inquiry into Crucial American Problems. N.J.: Prentice-Hall, 1970.

Bennett, Robert and Thomas Newman. Poverty and Welfare. (Justice in Urban America Series. Boston: Houghton Mifflin, 1969. (State Adopted)

Krinsky, Fred and Joseph Boskin. The Welfare State: Who is my Brother's Keeper? Calif.: Glencoe Press, 1968.

Margolin, Dr. Reuben. The War on Poverty. (Urban America Series) Conn.: Pendulum Press, 1969. (Paperback).

Cuban, Larry and Philip Roden. Promise of America: Struggling for the Dream. N.J.: Scott Foresman, 1971.

Curtis, Wilfred. The Public Welfare: Social Reformers and their Causes. (Bridges to Inquiry) Xerox Corp. 1970.

Coles, Robert. Still Hungry in America. N.Y.: World, 1969.

Profile, U. S. A. The Census and its meaning. (AEP paperback.)

Public Affairs Pamphlets, 381 Park Ave. South, New York, 10016 Poverty in the U. S. A. #398

Public Welfare #343

Hunger in America #457

Vital Issues - "A Guaranteed Family Income." Center for Information on America. Washington, Conn. 06793., Oct., 1968. (With teacher's guide.)

Sidney Hillman Foundation, 15 Union Square, New York. N.Y. 10003
Michael Harrington - The Dynamics of Misery (free)

Mac Donald, Dwight - Our Invisible Poor (free)

Sociological Resources for the Social Studies. The Incidence and Effects of Poverty in the United States. Boston: Allyn and Bacon, Inc. 1969.

Leinwand, Gerald. Poverty and the Poor. N.Y.: Washington Square Press, 1968 (Paperback)

Issues Today, AEP. "The Welfare System Nobody Likes." March 8, 1971.

Issues Today, AEP. "Red, White and Black: Colors of Poverty." April 1969.

Saturday Review. "Welfare: Time for Reform." May 23, 1970.

U. S. News & World Report. "Any End to Poverty?" July 12, 1971.

II. ALTERNATE STUDENT AND TEACHER MATERIALS:

McClintock, Cynthia. The Poor Pay and Pay. (Urban America Series) New York: Pendulum Press, 1969. (Paperback)

Leinwand, Gerald. The Negro in the City. N.Y.: Washington Square Press, 1969. Paperback

Ranney, George. Landlord and Tenant. (Justice in Urban America Series) Boston: Houghton Mifflin, 1970.

Seely, Gordon. Education and Opportunity. (Inquiry into Crucial American Problems.) N.J.: Prentice Hall, 1970.

Wayne, Patricia. Urban America. N.Y.: Sadlier, Inc., 1971.

Curtis, Wilfred. Our Ailing Cities. (Bridges to Inquiry) Xerox Corp. 1970.

Tucker, Sterling. Why the Ghetto Must Go. Public Affairs Pamphlet #423

Synopsis: Curriculum Innovations, Inc. 5454 South Shore Drive, Chicago, Ill.

Focus: New Proposals for Government Welfare Programs. Dec. 29, 1969

Focus: Equalizing Health Services In an Affluent Society. March 30, 1970

McGovern, Sen. George. "We Are Losing the Race Against Hunger." Look magazine reprint (from Women's International League for Peace and Freedom, 1 North 13th St. Phila. Pa. 10107)

"Hunger in the Classroom." Reader's Digest reprint from Pleasantville, New York.

Joint Council on Economic Education. Economics of Poverty. New York: DEEP, 1968.

MacDonald, Ray. Corporate Profits and the Wage Gap. booklet 25¢ from League for Industrial Democracy, 112 E. 19th St., New York, N.Y. 10003.

III. RECOMMENDED FILMSTRIPS:

Out of the Mainstream - Warren Schloat
Welfare Dilemma - Guidance Associates

IV. AUDIO VISUALS:

Filmstrips/record/guides

1. Guidance Associates

Welfare Dilemma - 2 parts
Great Depression: 1929-1939 - 2 parts

2. Warren Schloat

Out of the Mainstream - 6 parts. (Black Migrant, White Appalachian, Chicano, Sioux Indian, N.Y. Puerto Rican, Southern Black)
Ghettos of America - 4 parts
They have Overcome - 5 parts
Growing up Black

3. New York Times - 229 W. 43 St. New York

Economic Package - 4 filmstrips only.

The War Against Poverty
The American Consumer
Jobs and Automation
Transportation

V. FILMS:

1. Association Instructional Materials/Association Films, 600 Madison Ave. N.Y.

The Poor Pay More. 60 min. (rental)
A Piece of the Cake. 50 min. color. (hard core unemployed)

The Tenement. 40 min. (Chicago slum dwelling)
A Place to Live. 30 min. (father whose age creates emotional, social and financial problems to his daughter.)
The Forgotten American. 25 min. color (American Indian; their poverty)
Diary of a Harlem Family. 50 min. (poignant view of the plight of one poverty-stricken family in black Harlem.)
Depressed Area, U. S. A. 26 min. (Appalachia - its people, problems, and hoped-for solutions)
Appalachia: Rich Land, Poor Land. 59 min. (lack of education and skills make these residents prisoners of the land.)
Christmas in Appalachia. 29 min.
The Welfare Revolt. 60 min. (documents the complaints of welfare recipients and their attempts to change the system.)
Civil Disorder: The Kerner Report. 80 min. (documentary in 3 parts)
Justice and the Poor. 60 min.
None of my business. 50 min. color. (factual survey of the millions on welfare and the reasons why.)

2. New York Times/Arno Films

Last Hired, First Fired.
Immigrant from America. 20 min.

3. Brandon Films - 221 W. 56th St., N. Y.

Dead End. b/w 72 min.
The Grapes of Wrath. b/w 128 min.

4. Others

Harvest of Shame. 54 min. b/w; McGraw Hill (CBS Report on the conditions of migrant farm laborers.)
Eddie. Paradigm Film Dist. 6305 Yucca St., Los Angeles, Calif. (about dead ends, poverty, about being less than quick in the big city.)
Small Miracles. 15 min. b/w Vista, Wash. D.C. free. (Shows the work of volunteer Vista workers.)
The Captive. 29 min. b/w National Council of Churches. rental from Visual Instruction Center, Iowa State Un. Ames, Iowa. (story of a coal miner of Appalachia, struggling to escape from poverty.)

VI. CASSETTES:

Center for Cassette Studies, 8110 Webb Ave., N. Hollywood, Calif.

The Despair of Poverty. 58 min.
Racism, Poverty, and Urban Collapse.
The Troubled Coal Miner. 45 min.

VII. TRANSPARENCIES:

Poverty in Urban Society. 41 ideas to demonstrate the dimensions of poverty.
Social Studies School Service, 1000 Culver Blvd., Culver City, Calif.

VIII. SIMULATION GAMES:

The Cities Game. (Gives student a working insight into the reasons for urban collapse.)
Blacks and Whites. (Helps white person understand the black struggle for economic equality.)
Psychology Today Games, Del Mar, Calif.
Strike. A simulation of late 19th century labor movement relations.
Panic. A simulation of the prosperity of the 1920's and the Depression of the 1930's
Ghetto.

All of the above from Social Studies Service.

IX. SLIDES:

J. Weston Walch, Portland, Main
Slum Problems. 22 color slides 2/2

X. REPORTS:

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"Welfare Showdown - Revolutionary Reform Bill Setting Off Sharp Controversy." Viewpoint, Miami Herald, Section G, June 13, 1971.

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"Overhauling Welfare, Social Security: Latest Plan." U. S. News and World Report, May 24, 1971.

"Is U. S. Really Filled with Poverty?" New Republic. Oct. 7, 1967.

"Mississippi: Starving by the Rule Book." The Nation. April 3, 1967.

"It Isn't True that Nobody Starves in America." The New York Times Magazine, June 4, 1967.

Sidney Hillman Foundation - 15 Union Square, N.Y. 10003

The Dynamics of Misery by Michael Harrington. Free with teacher's guide.

Our Invisible Poor by Dwight MacDonald. Free with teacher's guide.

"Poverty—Can We Fight It? Can We Win? World Week/Scholastic, Nov. 16, 1970.

"Rural Poverty: A Long Cold Road to Nowhere?" Junior Scholastic, Nov. 15, 1968.

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